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ABSTRACT

Because of the greater demands placed on teachers today, the faculty of the College of Education at the University of Florida has developed a new teacher preparation program. It is not built upon the existing program, but upon a reconceptualization of what a beginning teacher should know, should be able to do, and should be, as a model for youth. The PROTEACH program will require five years of study. Features that distinguish PROTEACH from other programs include: (1) an increase in academic subject matter; (2) utilization, through attention to research, of the best available information about effective teachers' knowledge, skills, and personal attributes; (3) expanded foundational studies; (4) expanded clinical and laboratory experiences; (5) utilization of best available instructional procedures; (6) maintenance of integrity within the program; and (7) recruitment of high quality students. PROTEACH is an extended program, approximately 32 semester hours beyond the baccalaureate degree. PROTEACH program descriptions for elementary/early childhood teachers, secondary education teachers, and special education teachers are included. (JM)

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ED229381

UNIVERSITY OF FLORIDA
COLLEGE OF EDUCATION

PROTEACH

A Program for the Preparation of Professional Teachers

(Adopted by the Faculty 12/8/82 and 3/16/83)

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SP022 293

The purpose of PROTEACH is to produce superior teachers prepared to confront the complexity of education in the 21st Century. The quest for high quality in teacher education is not new; but the role of education is expanding with technological and social changes. As a result the definition of quality in teacher education is changing. It is both more important and more difficult to produce increasingly high quality teachers at this time.

The technological and societal changes ahead are unprecedented in both their scope and rapidity of change. New technological developments including electronic/communications, bio-industry, and searches for alternative energy sources can enhance the quality of life or dehumanize our existence. The quality of education can make the difference.

The explosive accumulation of knowledge--general knowledge is doubling approximately every thirteen years while genetic knowledge is doubling every two years--requires an accelerated rate of learning. In this information era we are entering, the ability to retrieve and process data will become a part of the definition of basic literacy. Students today need to learn to evaluate and interpret information and to acquire problem solving skills and critical thinking abilities if they are to cope with the complex problems they will face. At the same time students need to recognize the hazards of over-relying on technological solutions while ignoring the human values implicit in developments such as colonizing outer space, splitting genes, or prolonging life through artificial support systems. At the very time that education must help young people learn to deal with the complexities of an emerging information era, it is equally important that through eduction individuals are helped to find meaning in their personal lives. Furthermore, it is through education that our nation will be able to compete with other rapidly advancing societies and our democratic society, based on an educated people, will survive. High quality teacher education takes on new dimensions as the role of education expands to meet the impact of technological changes on society.

As a nation we are in danger of losing our vision of what America stands for and what its children can become. These children, born under the shadow of a nuclear holocaust, are growing up in a society that values immediate action and rewards more highly than long-range commitment and benefits. There is a loss of confidence in the performance of our institutions, including schools, which pervades society. Moreover, the nature of the American family has changed; it can no longer be assumed that the family will provide a safe and secure place for children in which societal values will be transmitted. There is a dramatic increase of social problems among the school age population as evidenced by such phenomenon as drug and alcohol abuse, teen-age pregnancy and increased depression. At the same time teachers are working in a more complex, less stable society, they are faced with greater diversity in school population

regarding cultural background and intellectual, emotional and physical attributes.

While teachers and schools cannot solve the complex problems that have developed within our society, effective teachers can contribute to their solution. Colleges of education need to lead in preparing a new breed of teacher who can transmit knowledge more efficiently and stimulate the development of critical thinking; who can maintain discipline and survive burnout; who can provide the stability and support troubled youth must have to overcome their cynicism and alienation.

Effective teachers--who can meet these challenges and provide quality education--will need to have:

- a solid foundation in the general education content which is our heritage;
- a thorough grasp of the traditional and emerging basic skills, and their utilization in problem solving
- an in-depth understanding of the academic subjects, age levels, and types of students which they are certified to teach;
- an undertanding of the present and possible future societal context within which education occurs, including its legal parameters and multicultural dimensions;
- a broad perspective of the aims of education, including knowledge of the needs and human rights of all students and the collective benefits of schooling;
- the ability to apply relevant research findings and scholarship to their professional activities;
- the ability to observe and assess learners in order to design programs for all students including those who are culturally different, handicapped, and gifted;

- the ability to communicate clearly with learners and to confer and collaborate productively with parents and other professionals;

- a strong sense of professional identity, which includes the development of professional judgment, integrity, autonomy, and empathy; and

- a "futuristic" understanding that changing conditions and expanding knowledge require the professional to pursue continuous growth and development

The preparation of high quality teachers--those who have these kinds of knowledge, skills and attributes--should be pioneered by institutions of higher education which possess the necessary expertise, foresight, and courage. The University of Florida's College of Education has a continuing commitment to the improvement of preservice teacher preparation. The College has not only been responsive to Florida's legislative mandates; its departments and related projects have also contributed significantly to the teaching-related research in such important areas as teacher effectiveness, curriculum design, aptitude-treatment-interaction, instructional technology, multicultural and special education. It is appropriate that the University of Florida's College of Education should be a leader in implementing a bold, new program responsive to the needs of the future.

DISTINGUISHING CHARACTERISTICS OF PROTEACH

A program that develops superior teachers for the future differs from traditional teacher education programs in the content of the curriculum, the instructional procedures used, the nature of students attracted to the program and the amount of time needed for the program. Several features distinguish PROTEACH from existing programs:

1. An increase in academic subject matter. Successful teachers know a great deal about what they are teaching. This requires depth of understanding of the discipline together with an appreciation for that discipline. PROTEACH will provide not only a greater quantity of time spent in study of disciplines, but will work for better quality in this study as well.

   The PROTEACH program will provide general education knowledge and skills considered essential for an educated person in American society how to read, how to write, how to do arithmetic, what the world looks like, the history of the world, the history of America, what is the best that has been written, what democracy is, how government works, why steam forms and ice is cold and what an isosceles triangle is.

   Preprofessional knowledge from the behavioral sciences (anthropology, psychology and sociology) adds a dimension beyond general education and enables teachers to understand the principles and methods of inquiring that explain human behavior, cultural influences, social institutions, and significant political, economic, and philosophical systems.

2. Utilization of the best available information about effective teacher's knowledge, skills and personal attributes. The distinguishing characteristic of a profession is its possession of a common set of standards for entry into practice. The summaries of research based on statistical, single subject, and ethnographic studies should serve as the basis for selecting these standards--and the content prerequisite to their mastery--to be included in this program. Research also offers guidelines for determining which of the content now defined as generic teaching skills (e.g. PROTEACH task force reports on Diagnosis, Instructional Management, Instructional Planning, Interpersonal Relations and Observation) is generic for all teachers and which is specific to their academic subject area (e.g. math), age level (e.g. fifth grade) or student's characteristics (e.g. physically handicapped). The research findings should also be viewed as tentative statements about the best we now know, but subject to change in the light of new evidence. It is imperative that PROTEACH establish and maintain a strong program for research on teaching effectiveness to support efforts in curriculum development.

3. An expansion of foundational studies. The PROTEACH program will include basic conceptual knowledge from the fields of socioeconomic and multicultural foundations; human growth; cognition and learning; exceptionality; curriculum; school law, ethics and finance; computer usage; measurement; and research interpretation.

4. Expanded clinical and laboratory experiences. A design for clinical work that is a distinct departure from typical teacher education programs will be provided to integrate theory and practice--academic curricula and professional performance. Experiences provided will include early observation in the public schools, supervised practica and concluding internship, and campus-based clinical experiences that lead to the development of teaching skills based on theory and research. In this design methods of instruction and clinical experiences are concurrent and coordinated; academic and clinical aspects of course objectives are planned together; methods instructors are also clinical supervisors; and supervision is an undertaking that cooperatively involves students, College of Education (COE) instructors and school personnel. Clinical seminars, involving both public school personnel and COE faculty, will be held on a regular basis, concurrent with practice. Student's mastery of teaching behaviors will be assessed by COE faculty during students' concluding internship, using a valid and reliable instrument.

5. Utilization of best available instructional procedures
The latest developments in instructional approaches and new technologies will be used in PROTEACH. For example, simulations utilizing video-disc-computer technology will join the present use of other media such as video tape.

6. Maintenance of integrity within the program.
The curriculum will be planned to include the teaching of specified concepts and principles and to provide clinical experiences in order that agreed upon professional practices, values, and norms will be developed. Needless and unplanned overlap of content will be avoided. Whereas PROTEACH is not conceived as a series of entirely standardized courses, each with common experiences and written examinations derived from behavioral objectives, the faculty with assistance from the Committee on Evaluation and Research will develop appropriate means of monitoring the program to assure that its students are having the agreed upon experiences and are achieving the goals of the program.

7. Recruitment of high quality students.
The academic rigor of the PROTEACH program will attract more able students than some of those entering traditional programs. An active recruitment campaign will be conducted to encourage such students to apply for admission. Students admitted to the program will meet agreed upon standards.

From the above considerations we conclude that PROTEACH will be an extended program approximately 32 semester hours beyond the baccalaureate degree. It can not occur in the present four years; realistically, it would not be feasible to extend the program beyond five years. The volume of knowledge and skills to be acquired by beginning teachers causes us to conclude that the implementation of an extended program is in the best interests of the youth we serve and the profession.

DESCRIPTION OF PROTEACH PROGRAMS

Programs for the preparation of elementary/early childhood, secondary and special education teachers differ in some respects. For example, there are differences regarding what is taught about subject matter and the teaching of specific subjects.

There are some similarities in the three basic programs. For example, the amount of course work taken outside the College of Education has increased in all three programs. Students entering the secondary education program are required to have an undergraduate major in the subject they are going to teach and will receive their Bachelor's Degree from the College of Liberal Arts and Science. They will then take nine additional hours in their teaching field in their Master's Degree work. Elementary-Early Childhood Education majors are required to have 81-93 semester hours outside the COE including 12 to 24 semester hours of specialized study. Majors in special education are required to have 70 semester hours of study outside the College of Education.

There are several courses that will be taken by all teacher education students. (See Chart 1: common courses, all departments). Other courses will be common to students in elementary/early childhood and special education programs (See Chart 1A). The distribution of semester hours in the PROTEACH program is shown in Chart 2.

The program descriptions that follow cannot portray the envisioned vitality of our new teacher education programs. The important, demanding and creative task of designing new experiences for students is ahead of us. The programs we envision will be more than a series of isolated courses. To achieve the integrated and articulated programs we need will require continued cooperation and coordination among faculty members and across departments. It also will require working with colleagues across the University and teachers in schools.

As we engage cooperatively in designing experiences for students we will:

- Utilize clinical and laboratory experiences as appropriate
- Incorporate generic concepts
- Assure articulation between courses
- Utilize the most current research base on effective teaching
- Provide formative and summative evaluation of students and programs
- Utilize the best available instructional procedures and materials.

We will continue our dialogue with each other and with other educators to develop a shared image of the professional teachers we are helping to develop. Throughout our discussions and systematic program evaluations we will continue to ask: What should teachers in the 21st century know? What should teachers in the 21st century be able to do? and What kind of persons should teachers be in the 21st century?

Chart 1: Common Courses, All Programs

	Special	Elementary/ Early Child.	Secondary
Social/ Philosophical Historical Foundations	4	4	4
Mainstreaming	2	2	2
Educational Diagnosis and Evaluation	2	2	2
Human Development and Education	2+1	2+1	2+1
Learning and Cognitive Processes in Education	2	2	2
Media*	No Credit		No Credit

* The PROTEACH Coordinating Committee plans to explore the question of the teaching of media and the credit hours for media with people in the media program area.

Chart 1A: Common Courses, Elementary/Early Childhood and Special Ed.

Instructional Computing**	2	2
First Aid	No Credit	No Credit
Interpersonal Relations/ Parenting	3	3

** Secondary students will take a Computer Programming course as part of their undergraduate degree in the College of Liberal Arts and Sciences.

Chart 2: Distribution of Credit Hours

General Studies and Academic Specialization

Program	Elementary/ Early Childhood	Secondary Education	Special
General Education	39	39	40
Academic Specialization	18-30	45-55	3
Pre-Professional	18	6	18
Electives	6	18-28	12
Sub-Total	81-93	118	73
Study in the College of Education			
Foundational	14	14	14
Generic	3	0	3
Specialized Teaching	34	16	36
Clinical	22	12	25
Electives	0-12	0	9
Sub-Total	73-85	42	87
Total	166	160	160

ELEMENTARY/EARLY CHILDHOOD EDUCATION PROGRAM

The elementary/early childhood program is based on the belief that teacher education programs must be restructured in order to meet the demands, rigor and opportunities of education in the 21st century. It is not enough to equip teachers with the skills necessary to teach in today's schools. Nor can we expect to predict accurately all of the skills and knowledge necessary for teachers to confront the challenges of the future. Consequently, our program is designed to educate teachers who are knowledgeable about subject matter, pedagogy and research on teaching and learning and who are prepared to use this knowledge as a data base for thoughtful, creative, instructional decision-making.

Summary of Features

1. The program is designed as a Masters/Certification program which will require 5 years.

2. One of the requirements of the program is that each student will pursue a 24 hour area of specialization, or two 12 hour areas of specialization. At least one 12 hour specialization must be outside of the College of Education. The intent of this requirement is to provide teachers with one or two areas of expertise with which to enhance their teaching backgrounds.

3. The program requires 81 to 93 hours of coursework outside the College of Education.

4. The program has a strong clinical component. Early and continuous clinical experience provides a context for the interpretation, application and evaluation of concepts and principles presented in coursework.

5. Research is stressed throughout the program. Courses on Educational Diagnosis and Evaluation, and Research on Teaching will be taken early in the student's program to provide a basis for reading and analysis of research in subsequent courses. A Masters' seminar immediately following the intensive clinical experience will provide each student with the opportunity to pursue a research interest related to teaching practice.

General Background Knowledge/Preprofessional Subject Matter

Prior to admission to this program the student must complete 64 semester hours in general education/preprofessional subject matter. This requirement in non-education courses is to be satisfied in the following way:

Proposed Course or Content area	Coursework Hours
General Preparation	
English Composition (must include one course in linguistics)	6
Social Sciences (must include one history and one sociology course)	6
Humanities (must include one fine arts course and one literature course)	9
Science (must include two laboratory courses: one physical, one biological)	9
Mathematics	6
Behavioral Studies	3
Total	39

Additional Non-College Of Education Requirements

Pre-Professional	
Social Sciences	
Florida History	3
Cultural Geography, Sociology or Cultural Anthropology	3
Political Science or Economics	3
Mathematics (MAE 3811)	3
Statistics	3
Speech	3
Sub-total	18
Academic Specialization	
Health or Physical Ed	3
Music (MUE 3401)	3
Specialization (12 hours at 3000 level or above)	12-24
Sub-Total	18-30
Electives (foreign language recommended)	6
Total Background Knowledge and Preprofessional Specialization	81-93

Foundational and Generic Knowledge

This component is designed to give students a background in human development and cognition, the role of school in society and school governance, and evaluation.

Proposed Course or Content Area	Coursework Hours	Clinical Hours
Human Development and Education	2	1
Learning and Cognitive Processes in Education	2	
Mainstreaming	2	
Social, Philosophical, Historical Foundations	4	
Educational Diagnosis and Evaluation	2	
Instructional computing	2	
Media	Non-credit	
First Aid	Non-credit	
Interpersonal Relations/ Parenting	3	
Total	17	1

Specialized Teaching and Clinical Coursework

The specialized teaching core consists of course work and experiences requisite to preparation for a specific teaching area, as well as a research component. Methods classes will consist of two strands, one focusing on the elementary years, one on early childhood and the primary grades. Both strands of courses will be designed to meet state certification requirements for the elementary teacher. (Students enrolled in the early childhood strand will take early childhood courses for their twelve hour area of specialization.) The coursework includes a large number of clinical experiences spanning the students' entire program. Early and continuous clinical experience provides a context for the interpretation, application and evaluation of concepts and principles presented in coursework. Additionally, students will take a professional seminar in childhood education for the three consecutive semesters in which they have concentrated field experience.

Proposed Course or Content Area	Coursework Hours	Clinical
Research on Teaching	3	1
Introduction to Childhood Educ. (includes basic principles of discipline)	1	1
Reading	6	
Mathematics	3	
Social Studies	3	
Language Arts	3	
Science	3	
Art	3	
Curriculum	3	
Children's Literature	3	
Professional Seminar (includes inter-personal relations & discipline)		6
Master's Seminar	3	
Specialization	0-12	
Clinical Field Experience		13
Clinical Foundational and Generic		1
Total	34-46	22

Cognate and Specialization Requirements

Students are expected to take 24 hours of coursework to develop one or two areas of concentration. Twelve hours must be taken in an area of concentration outside the College (e.g., science, mathematics, foreign language, English). The additional twelve hours may also be taken outside the College or may focus on a specialization within it (e.g., special education, bilingual, middle school, early childhood, reading and media). Twelve of all specialization hours must be at the 3000 level or above.

SECONDARY EDUCATION PROGRAM

The PROTEACH program for secondary school teachers will be a fifth year professional program leading to certification and a Master's Degree. Students must complete a Bachelor's Degree in the College of Liberal Arts and Sciences with a major in their chosen teaching field and including a 15 semester hour minor in the College of Education. Students must be admitted to the University of Florida Graduate School before entering the fifth year program.

Features of the program

1 The program is designed for high quality students with a strong academic preparation in the chosen teaching area.
2 The undergraduate education minor will include common experiences with prospective teachers of all subject areas and all age levels.
3 The fifth year program will be a unified two semester professional education curriculum with classwork and continuous field experiences closely integrated.

Bachelors Degree

Students will receive a BA/BS degree from the College of Liberal Arts and Sciences with a major in the selected teaching area. College of LA & S will be asked to include in catalogue copy suggested courses in general background knowledge: ANT 2410, PSY 2013, and SOC 2000.

Undergraduate preparation will include a 15 semester hour minor in professional education to consist of the following:

Proposed Course or Content Area	Coursework Hours
Social/Philosophical Historical Foundations	4
Human Development and Education	3
Learning and Cognitive Processes in Education	2
Educational Diagnosis and Evaluation	2
Mainstreaming	2
Secondary Teaching As A Profession	2
Total	15

B. Subject Specialization PROTEACH Master of Education Degree - Initial Certification

Fall Semester: 18 hrs.

4 hrs. -- ESE 6 ____ : General Methods of Teaching Subject Areas	3 hrs.-- Methods and Materials Subject Area (LAE 6 _____, MAE 6 ____, etc.)
2 hrs.-- ESE 6 ____ : Clinical Teaching In the Subject Areas	2 hrs.-- ESE 6 ____ : Supervised Field Experience
	1 hr.-- ESE 6215: Secondary Schools Curriculum
Note: The above courses will be offered as a six semester hr. block.	Note: The above courses will be offered as a six semester hr. block.

← 6 hrs. -- Arts & Sciences Discipline →

Spring Semester: 18 hrs.

2 hrs.-- LAE, MAE, SSE, FLE, SCE 6____ : Graduate Course in program area. (Not a methods course)	2 hrs.-- LAE, MAE, SSE, FLE, SCE 6____ : Graduate Course in program area. (Not a methods course)
3 hrs.-- ESE 6____: Student Teaching	3 hrs.-- ESE 6____: Student Teaching
1 hr.-- ESE 6215: Secondary School Curriculum	1 hr.-- ESE 6215: Secondary School Curriculum
Note: The above courses will be offered as a six semester hr. block.	Note: The above courses will be offered as a six semester hr. block

← 3 hrs. -- EDG 5505: Instructional Computing I →

← 3 hrs. -- Arts & Science Discipline →

BA/BS Degree with an Education Minor and a 36 semester hour Masters of Education Degree. (Includes comprehensive examination at end of MED degree.)

Foundational

Proposed Course or Content Area	Coursework Hours	Clinical Hours
Social/Philosophical Historical Found.	4	
Mainstreaming	2	
Human development and education	2	1
Learning and Cognitive Processes in Education	2	
Instructional computing	3	
Educational diagnosis and Evaluation	2	
Total	15	1

Academic Specialization

Level	Hours
Undergraduate	36-46
Graduate	9
Total	45-55

Specialized Teaching

Proposed Course or Content Area	Coursework Hours
Content Area or Course	
Secondary Teaching as a Profession	2
General Methods of Teaching	4
Methods and Materials in the Subject Area	3
Graduate Courses in the Program Area (two 2 hr. courses)	4
Secondary School Curriculum	3
Total	16

Clinical

Proposed Course on Content Area	Clinical Hours
Clinical Teaching in the Subject Area	2
Supervised Field Experience	2
Student Teaching	6
Foundational	1
Total	11

SPECIAL EDUCATION TEACHERS

Summary of Features

1. The model is based on the proposition that teaching skills can be taught by (a) having the teacher demonstrate the skill, (b) having the student imitate the demonstration, (c) having the student practice the skill, and (d) having the student prove (demonstrate) mastery of the skill.

2. The model is a five year teacher preparation program.

3. A student earns a Bachelor's degree and a Master's degree or a Bachelor's degree and eligibility for teacher certification.

4. The model includes 18-24 semester hours of study outside the College of Education in addition to the 40 presently in General Studies. Fifteen of these hours must be at the 3000 level or above and constitute an area of academic specialization.

5. The model incorporates clinical experiences into specific coursework. Clinical activities include simulated experiences, tutoring, small group instruction and large group management. These activities can take place on and off campus with a variety of subjects. Coursework is divided into "knowledge" and "skill" categories. A clinical laboratory is required with all skill courses. The amount of laboratory experience is small at the beginning of the training program with a gradual increase to become a major part of the skill courses taken at the end of the program.

6. To maintain a balance between teacher training and research activity, a number of post-Bachelor's degree alternatives are recommended.

7. The course of study described for the preparation of teachers in special education is a "minimum" program. Additional coursework will be required in some situations (e.g. transfer students).

8. Special Education majors will be required to take course work and have field experiences in general education as well as in their special education area.

9. A student may earn teaching certification in a second area of special education during the preparation program.

10. A project or thesis is required of individuals in the master's degree program.

General Background Knowledge

The general background component consists of the existing General Education coursework taken during the Freshman and Sophomore Years. Registration for some coursework from the pre-professional/academic specialization and foundational knowledge components is expected during the sophomore year.

Proposed Course or Content Area	Coursework Hours	Clinical Hours
Social science (Soc 3000 & ANT 2410 required)	6	
English composition	6	
Humanities	9	
Mathematics (STA 3013 required)	6	
Behavioral Studies (PSY 2013 required)	4	
Science (Physical & Biological)	9	
Total	40	0

Pre-Professional/Academic Specialization

The preprofessional/academic specialization component is intended to provide the opportunity for a student to increase his or her knowledge in an academic area. Fifteen of the 18 hours required must be at or above the 3000 level.

Potential Areas for Specialization	Coursework Hours	Clinical Hours
Health related services		
Fine Arts		
Adaptive Physical Education		
Sociology		
Psychology		
Computer Science		
Foreign Languages		
Mathematics		
Science		
Social Science		
English		
Speech and Language		
Geography		
Agriculture		
Recreation		
Health Education		
Total	18	0
Survey of Communication Disorders	3	
Electives	9	

Foundational Knowledge

The foundational knowledge component consists of content prescribed by conventional wisdom. Included is a minimum nine hour research core. It is anticipated that six hours of the research core will be completed in the fifth year of study.

Proposed Course or Content Area	Coursework Hours	Clinical Hours
Social/Philosophical Foundations of Educations	4	
Human Development and Education	2	1
Educational Diagnosis and Evaluation	2	
Mainstreaming	2	
Learning and Cognitive Processes in Education	2	
Computer use and Instruction	2	
Media	Non-credit	
First Aid	Non-credit	
Total	14	1

Pedagogical and Clinical

The generic and specialized teaching core consists of coursework and experiences requisite to preparation for a specific teaching area--in this case, special education. Most of the coursework spans the senior and fifth year of study and includes a large number of clinical experiences. The consulting teacher block of coursework is restricted to the fifth year and will build upon course-work and experiences required in the general pedagogical component.

Proposed Course or Content Area	Coursework Hours	Clinical Hours
Interpersonal Relations Parenting		
Techniques in Teaching Reading	3	1
Teaching skills in Basic Math	3	1
Curriculum Development and Design	2	
Research Foundations	6	
Observation and Recording Techniques	2	1
Classroom and Behavior Management	2	1
Career and Vocational Education For The Exceptional Student	2	1
Evaluation and Assessment in Special Education	2	2
Organization and Planning in Special Education	2	1

Consulting Teacher Block (restricted to Master's Degree program)	4	2
Introduction to Specific Exceptionalities	2	
Teaching Methods for Specific Exceptionalities	2	2
Precision Teaching	2	1
Teaching Internship		11
Master's Project or Thesis	2	
Subtotal	36	24
Electives (second certification and support areas, e.g., adaptive physical education, music, Secondary, Early Childhood, Reading, Media, etc.)	9	

CONCLUSION

Developing and implementing a program to produce a new breed of quality teachers is not an easy task. However, there are several reasons for optimism. National teacher education groups, such as the American Association of Colleges for Teacher Education, are advocating extended programs for teacher education. Representatives of Florida teacher and administrative groups and of the Florida Department of Education have applauded our efforts to improve the quality of teacher education. The University administration has pledged and demonstrated its support for our efforts.

The single most important reason for optimism is the work that our faculty has already done on PROTEACH. The work of task forces on the nature of knowledge, assumptions, general background knowledge, clinical and laboratory experiences and on components of generic teaching has made our current effort possible. The task forces and individuals that combed the research and produced reports on the generic knowledge base and the subject specific knowlede base provided us with invaluable material that will be of constant use. Still other task forces are currently at work. Departmental discussions of an earlier draft of this proposal have had a significant influence on our work. Clearly much of the difficult and time consuming "spade-work" has been completed. What remains is the need for concerted action to take the work that has been done and transform our collective vision into programs that will produce the superior teachers our society must have.